

Kenilworth Public Schools

Curriculum Guide

Content Area: ELA Writers Workshop
Grade: K
BOE Approved: 7/10/23

Revision Date: N/A
Submitted by: Stacey Miller
BOE Revision Approved: N/A

Reader's Workshop Kindergarten Scope and Sequence

Unit 1- Launching Reader's Workshop	Unit 2- Fiction	Unit 3- Nonfiction	Unit 4- Poetry
Weeks 1-8	Weeks 9-18	Weeks 19-28	Weeks 29-40
<p><i>Unit Description:</i> The Schoolwide Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals and routines. Active listening, thinking and engagement, and participation are fundamental expectations for reading workshop. Through targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.</p>	<p><i>Unit Description:</i> The Schoolwide Fundamentals Fiction Unit of Study encompasses many different types of stories—fantastical, magical, traditional, historical, mythological, or realistic. There is something for everyone. Fiction transports readers to an imaginary place and time, into a world that may feel familiar or foreign. Fiction writers are storytellers who aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature. Anything is possible when you read fiction, as skillful writers capture your imagination. When it comes to reading, you can't get any better than that!</p> <p>Part of the magic in any unit of study is exposing students to possibilities within a genre. By</p>	<p><i>Unit Description:</i> In this unit, Nonfiction, students are exposed to possibilities within a genre. By reading and studying three types of nonfiction (reference, literary, biography), students will develop an understanding of various forms, features, and purposes of nonfiction. Their reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each particular type of nonfiction writing. Common conventions and features enable authors to make their ideas and information clear and accessible to readers. Nonfiction writers stir the imagination and write in vivid, engaging styles. Students will enjoy the aesthetic features on nonfiction texts, while appreciating the clear and accurate information and the</p>	<p><i>Unit Description:</i> By listening to and reading a variety of poems, students will understand, interpret, appreciate, and enjoy the genre of poetry. Free verse, rhymes, haiku, odes—poetry provides readers and listeners with a chance to experience lyrical musicality. The varying lengths of poems, from just a few lines to many stanzas, make them accessible to people of all ages. The short nature of poetry also makes it a genre that invites reading for pleasure and understanding. This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a</p>

	<p>reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.</p>	<p>presentation of facts.</p>	<p>deeper understanding of the messages, moods, images, and feelings that are shared in poems.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Begin to develop an understanding of themselves as readers. (RF.K.4.a) (RF.K.4.b) (RL.K.2) (RL.K.4) • Begin to learn how to self-select appropriate texts. (RF.K.4.a) (RF.K.4.b) (RL.K.5) • Begin to set goals for themselves as readers. (RF.K.1) (RF.K.2. b-d) (RF.K.3) (RF.K.4.a) (RF.K.4.b) • Learn the expectations and routines for actively participating in a reading 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Learn to explain the differences between genres. (RL.K.1) (RL.K.5) • Recognize the different types and structures of a variety of texts. (RL.K.2) (RL.K.5) • Identify common story elements and narrative structure in texts. (RL.K.2) (RL.K.7) • Compare and contrast two familiar texts. (RL.K.1) (RL.K.9) • Use schema and find evidence in the text to make predictions (RL.K.1) (RL.K.2) 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Understand the structures and features of nonfiction texts; (RI.K.5) (RI.K.7) • Use strategies before, during, and after reading to enhance comprehension of texts; (RI.K.1) (RI.K.2.) (RI.K.4) (L.K.4) • Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; (RI.K.1) (RI.K.2.) (RI.K.4) (L.K.4) • Ask questions to help clarify 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Discover the richness of the genre of poetry; (RL.K.1) (RL.K.5) (RL.K.10) (SL.K.1) (SL.K.6) • Interpret a variety of poems; (RF.K.4) (RL.K.1) (RL.K.10) (SL.K.1) • Demonstrate understanding of the organization and basic features of print; (RF.K.1) (RF.K.2 b-d) • Use personal schema and textual evidence to make predictions and connections; (RF.K.4)

<p>community (RF.K.4) (RL.K.5)</p> <ul style="list-style-type: none"> • Practice participating in collaborative conversations about texts (RL.K.10) • Learn how to follow agreed-upon rules for discussions (SL.K.1), (SL.K.6) • Begin to identify the central or big idea of a text (RL.K.1) (RL.K.2) (RL.K.3) • Begin to ask and answer questions to clarify understanding of the topic under discussion. (RL.K.1) (RL.K.2) (SL.K.3) • Practice recognizing the similarities and differences among genres, sub-genres, including fiction, poetry, and nonfiction. (RL.K.5) • Practice asking and answering questions in order to demonstrate an understanding of the key details in a text. (RL.K.1) (RL.K.2) (RL.K.3) (SL.K.2) • Express their opinions about the books they listen to and read. (SL.K.1) (SL.K.2) (SL.K.6) • Identify the front cover, back cover, and title page of a book. (RI.K.5) • Name the author and illustrator of a story. (RL.K.6) 	<p>(RL.K.7)</p> <ul style="list-style-type: none"> • Infer character traits and feelings (RL.K.3) (RL.K.7) • Ask questions to help clarify thinking (RL.K.10) (SL.K.1) (S.K.2) (SL.K.3) (SL.K.6) • Use strategies before, during, and after reading to enhance comprehension of texts. (RL.K.1) (RL.K.3) (RL.K.3) (RL.K.7) (RL.K.10) (SL.K.1) (SL.K.2) (SL.K.3) (L.K.6) • Apply self-monitoring skills and strategies to determine the meaning of important vocabulary. (S.L.K.1) (SL.K.2) (SL.K.3) (SL.K.6) • Identify big ideas and supporting details within texts. (RL.K.1) (RL.K.2) (RL.K.6) (SL.K.4) • Synthesize information presented within and across a variety of texts. (RL.K.1) (RL.K.3), (RL.K.7) (SL.K.2) • Use illustrations in a story to describe its characters, settings, and events. (RL.K.7) • Deepen their understanding of author's purpose as it relates to the discussed genre. (RL.K.5) (RL.K.6) • Read expressively. (RL.K.10) (SL.K.6) (SL.K.6) • Actively engage in group reading activities with purpose 	<p>thinking and deepen understanding. (RI.K.1) (RI.K.2.) (RI.K.7) (RI.K.8)</p> <ul style="list-style-type: none"> • Use fix-up strategies when coming upon unfamiliar words. (L.K.4) • Identify main topic. (RI.K.2) • Identify key details found in the text that support the main topic with prompting and support. (RI.K.2, RI.K.8) • Ask and answer questions about key details outlined in the text with prompting and support. (RI.K.1) • Describe the connection between two individuals, events, ideas or pieces of information in a text. (RI.K.3) • Identify similarities and differences between two texts on the same topic. (RI.K.9) • Activate existing background knowledge to help understand text (ex. using schema, front cover, book walk). (RI.K.1) • Use illustrations to aid understanding of main topic and key details. (RI.K.7) • Make connections to text and themselves. (RI.K.1) • Make connections between text and another text. (RI.K.9) • Identify front cover, back cover, 	<p>(RL.K.10) (SL.K.1) (SL.K.6)</p> <ul style="list-style-type: none"> • Ask questions to help clarify thinking and deepen understanding; (RL.K.1) (SL.K.2) • Use strategies before, during, and after reading to enhance comprehension of poetry; (RF.K.4) (RL.K.1) (RL.K.10) (RL.K.1) (SL.K.2) • Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; (RF.K.4) (L.K.4) • Listen for rhythm, rhyme, and patterns; (RF.K.2 b-d) • Continue to work on fluency; (RF.K.4) • Apply self-monitoring skills; (RF.K.4) (L.K.4) • Analyze poems for a variety of literary elements, including elements of structure, figurative language, and other crafting techniques; (RL.K.10) (RL.K.1) (SL.K.2) • Deepen their understanding of author's purpose as it relates to the genre; (RL.K.10) (RL.K.1) (SL.K.2) • Interpret words and phrases as they are used in a poem in order to notice and/or discuss how these words and phrases shape meaning and enhance tone; (RF.K.4) (RL.K.10) (RL
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<ul style="list-style-type: none"> • With prompting and support, identify the main topic of the text. (RI.K.2) • With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7) • Actively engage in group reading activities with purpose and understanding. (RL.K.10, RI.K.10) 	<p>and understanding. (RL.K.10, RI.K.10)</p>	<p>title page to understand the main topic. (RI.K.5)</p> <ul style="list-style-type: none"> • Identify the author and illustrator of a story and know the jobs of each. (RI.K.6) • Ask and answer questions about pictures and text to identify unknown words. (RI.K.4) • Participate in shared, guided, partner and read aloud reading experiences. (RI.K.10) 	<p>.K.1) (SL.K.2)</p> <ul style="list-style-type: none"> • Recognize qualities that enhance poetry, such as shared observations of the world, messages that are revealed, and opportunities to infer purpose and inspiration; (RL.K.10) (RL.K.1) (SL.K.2) • Uncover themes and big ideas within and across poems through synthesizing thoughts and ideas; (RF.K.4) (RL.K.10) (SL.K.1) (SL.K.6) (SL.K.6)
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Writer's Workshop Kindergarten Scope and Sequence

Unit 1- Launching Writer's Workshop	Unit 2- List and Label	Unit 3- How to Writing	Unit 4- Personal Narrative
Weeks 1-8	Weeks 9-18	Weeks 19-28	Weeks 29-40
<p><i>Unit Description:</i> : How Writers Work is the first writing unit that students experience in Kindergarten. The unit will offer the foundation for students and teachers to become acquainted with one another as a community of writers. A community of writers recognizes writers as individuals, small group, and as part of the whole. The unit will offer the structure and understanding of the Writing Workshop model and routines that will support effective and productive learning for the remainder of the school year. Throughout the year, students will focus on building the strategies that good writers utilize when writing. The unit focuses on strategies to aid in recognizing and using conventions to aid in students' writing independently</p>	<p><i>Unit Description:</i> List and label books are simple structures that kindergartners can model with confidence. This unit provides a powerful study for writing the types of books that emergent readers and writers enjoy. The texts are usually short, use a combination of drawing and writing, and have strong support from the illustrations. Students have success with reading simple list and label books; thus, they have a natural curiosity about how to compose them. These books show our youngest writers that there are published books that look similar to what they can do!</p> <p>List and label books are informative/explanatory texts that kindergarten students compose by focusing on one topic of interest and supplying some information on that topic, using words and pictures. Students will go beyond</p>	<p><i>Unit Description:</i> One genre of writing is writing about real things, or "informational" writing. In this unit, students will write their own "how-to" texts. However, before writers can successfully write their own informational texts, they need to spend time reading, noticing, thinking, and enjoying this genre of writing. The "How-To" writing genre appeals to most students because of its "real-world" application. Writers write to share information, what they know "how-to" do. Students will have the opportunity to choose a topic and offer the procedures of "How-To" using temporal words. This is the students' time to inform the reader.</p>	<p><i>Unit Description:</i> Personal narratives are the most natural genre to study because kindergartners are natural-born storytellers. Kindergartners enter school with many personal stories to share. This Personal Narrative Unit of Study focuses on teaching kindergartners how to communicate the stories of their lives, both orally and in pictures and words. Through reading and discussing the mentor texts, you and your students will explore what personal narrative writers write about, but it doesn't stop there. After you know what you can write about, you need to reread and look closely at the mentor texts to examine how it is done.</p>

	<p>deciding what they will write about and realize the need to plan how they will write it. "How will this topic or idea look on the page?" becomes an important question for our young writers to consider.</p>		
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Identify and demonstrate effective writing behaviors/habits. (W.K.3) • Participate in group writing activities such as experience stories, interactive writing, and shared and guided writing. (W.K.5) (W.K.7) • Recognize the relationship between spoken word and print. (RF.K.1.b) • Demonstrate that text is written left-to-right, top-to-bottom (directionality). (RF.K.1.a) • Distinguish between letters, words and sentences. (RF.K.1.a) (RF.K.1.b) (RF.K.1.c) • Recognize that written words are separated by spaces. (RF.K.1.c) • Demonstrate one-to-one correspondence when reviewing your writing. (RF.K.1.a) (RF.K.1.b) (RF.K.1.c) (RF.K.3.a) • Use sound-letter associations to 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing • about and supply some information about the topic. • W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • Production and Distribution of Writing • W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from • peers (e.g., adding details). • W.K.6: With guidance and support from adults, explore a variety of digital tools to 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Understand the ways how-to books are useful. • Generate ideas for writing how-to books. (W.K.8) • Contribute ideas and researched information for a shared writing piece (W.K.7) (W.K.8) • Use pictures, developmental spelling or conventional text to tell someone how to do something. (L.K.2.c) (L.K.2.d) (W.K.2) • Use letter/sound knowledge in attempt to stretch and write some words. (RF.K.1.b) (L.K.2.c) (L.K.2.d) • Sequence events to explain how to do something. (W.K.2) • Use oral language to guide their writing. (SL.K.6) (L.K.1.d) • Recognize and begin to use left to right, top and bottom directionality and spacing between words when writing. (RF.K.1.a) (RF.K.1.c) • Produce and expand sentences in shared language activities. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Produce stories from personal experience and provide a reaction. (W.K.3) • Recall information from experiences. (W.K.8) • Contribute ideas for a shared writing piece. (W.K.7) • Plan by thinking of and saying a story aloud.(W.K.3) • Use pictures, developmental spelling or conventional text to tell someone a story. (L.K.2.c) (L.K.2.d) (W.K.3) • Sketch pictures to organize their story and add details. (W.K.3) (SL.K.5) • Use letter/sound knowledge in attempt to stretch and write some words. (L.K.2.c, L.K.2.d) • Sequence events in order to tell a story. (W.K.3) • Use oral language to guide writing to include details. (W.K.5) (SL.K.6) (L.K.1.d) • Produce and expand sentences in shared language activities (L.K.1.f)

<p>help identify words. (visual) (RF.K.1.b) (RF.K.3.a) (RF.K.3.b)(RF.K.3.d)</p> <ul style="list-style-type: none"> • Use pictures to tell a story. (W.K.3) • Use letter/sound knowledge in attempt to stretch and write some words. (RF.K.1.b) (L.K.2.c) (L.K.2.d) • Share/read their writing with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3) • Communicate personal response to literature through drawing and telling. (SL.K.1.a) (SL.K.1.b)(SL.K.5) 	<p>produce and publish writing, including in collaboration with</p> <ul style="list-style-type: none"> • peers. • Research to Build Present Knowledge • W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (L.K.2.c) (L.K.2.d) • Share/read their writing with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3) • Communicate personal response to literature through drawing and telling. (SL.K.1.a) (SL.K.1.b)(SL.K.5) 	<p>(L.K.1.f)</p> <ul style="list-style-type: none"> • Communicate story ideas through the use of nouns, verbs, and prepositions. (L.K.1.b,L.K.1.e) • Use upper and lower case letters in writing. (L.K.1.a) • Capitalize the first word in a sentence and the pronoun I. (L.K.2.a) • Identify and utilize end punctuation. (L.K.2.b) • Share/read their how-to books with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3) • Publish written pieces. 	<ul style="list-style-type: none"> • Communicate story ideas through the use of nouns, verbs, and prepositions (L.K.1.b, L.K.1.e) • Recognize and begin to use left to right, top and bottom directionality and spacing between words when writing. (RF.K.1.a, RF.K.1.c) • Use upper and lower case letters in writing (L.K.1.a) • Capitalize the first word in a sentence and the pronoun I. (L.K.2.a) • Identify and utilize end punctuation. (L.K.2.b) • Share/read their narrative books with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3) • Publish written pieces.
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Writer's Workshop - Launching

Unit Title: Writer's Workshop - Launching

Unit Summary: How Writers Work is the first writing unit that students experience in Kindergarten. The unit will offer the foundation for students and teachers to become acquainted with one another as a community of writers. A community of writers recognizes writers as individuals, small group, and as part of the whole. The unit will offer the structure and understanding of the Writing Workshop model and routines that will support effective and productive learning for the remainder of the school year. Throughout the year, students will focus on building the strategies that good writers utilize when writing. The unit focuses on strategies to aid in recognizing and using conventions to aid in students' writing independently.

Primary Interdisciplinary Connections: Writing, Science, Character Education, Technology
ELA: RI.2.1-3, RI.2.9, W.2.6-8, SL.2.2, SL.2.5 Mathematics: MP.2, MP.4-5, 2.NBT.A, 2.NBT.A.3, 2.MD.B.5, 2.MD.D.1

Career Readiness, Life Literacies, and Key Skills: Creative Thinking and Problem Solving, Communication and Collaboration, Life and Career Skills: -flexibility and adaptability, initiative and self-direction, social skills, productivity and accountability, leadership and responsibility.

Learning Targets

NJSLS Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8,

Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;

Big Idea: Students will discover that writers write stories "only they can tell" and that there is a writer inside all of us.

Unit Essential Questions:

- How can I use drawings to help communicate what I am writing about?
- How can we work together as a class and individually to become better writers?
- What does a writing community look like and how do I recognize myself as an individual writer in the community?
- Why do we write?
- How do good writers convey their message?

Unit Enduring Understandings:

- Effective writing communities work best with clearly communicated procedures and routines.
- Through a variety of writing experiences, students develop awareness that their writing can tell a story or provide information.
- Writing serves many purposes, including entertaining, informing and persuading.
- A strong writing community is built through sharing and respecting one another's ideas.

Unit Learning Targets

Students will...

- Identify and demonstrate effective writing behaviors/habits. (W.K.3)
- Participate in group writing activities such as experience stories, interactive writing, and shared and guided writing. (W.K.5) (W.K.7)
- Recognize the relationship between spoken word and print. (RF.K.1.b)
- Demonstrate that text is written left-to-right, top-to-bottom (directionality). (RF.K.1.a)
- Distinguish between letters, words and sentences. (RF.K.1.a) (RF.K.1.b) (RF.K.1.c)
- Recognize that written words are separated by spaces. (RF.K.1.c)
- Demonstrate one-to-one correspondence when reviewing your writing. (RF.K.1.a) (RF.K.1.b.) (RF.K.1.c) (RF.K.3.a)
- Use sound-letter associations to help identify words. (visual) (RF.K.1.b) (RF.K.3.a) (RF.K.3.b)(RF.K.3.d)
- Use pictures to tell a story. (W.K.3)
- Use letter/sound knowledge in attempt to stretch and write some words. (RF.K.1.b) (L.K.2.c) (L.K.2.d)
- Share/read their writing with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3)
- Communicate personal response to literature through drawing and telling. (SL.K.1.a) (SL.K.1.b)(SL.K.5)

Evidence of Learning

Summative Assessment: Each student will use pictures and if possible words, to tell a story about something that happened in their life.

<https://fundamentals.schoolwide.com/assessments/236>

Formative Assessments:

- Writing prompts
- Personal work samples (personal writing folder)
- Teacher observation
- Writing checklist
- Student participation
- Writing conference
- Writer's notebook

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Schoolwide Reading Fundamentals: Lessons 1-12 and mini lessons 1-12• Follow Immersion Lessons from Fundamentals of Writing Unit: How Writer's Work pages 18-35 (Note: Mentor Text Summaries may be found on page 17.)	8 Weeks September - October

- I Am a Writer: Conveys to students that writers write stories “only they can tell” and that there is a writer inside us all. (Library Mouse by Daniel Kirk) Focus on: Turn and Talk.
- Writers Share Information: Shows students how writers ask questions and tell about things they know and things they learn. (To Be a Kid by Maya Ajmera and John Ivanko) Focus on: Sharing Circle.
- Making Connections: Demonstrates for students that writers often show how small things can turn into big emotions and how this will engage and connect with the reader. (Taking a Bath with the Dog by Scott Menchin) Focus on: Storytelling
- Writers Are Storytellers: Shows students that writers celebrate life experiences through telling stories. (This Quiet Lady by Charlotte Zolotow) Focus on: Writing Workshop Guidelines
- Picture Writer: Demonstrates for students how illustrators tell stories with detailed pictures. (The Art Lesson by Tomie dePaola) Focus on: Writing Folders and Other Tools

Mini Lessons:

- Generating Ideas 1: I can think and talk about what I know to help me generate ideas for my writing.
- Generating Ideas :2 I can think and write about my own special moments.
- Generating Ideas 3: I can discuss what I love to do and to help me generate ideas for my writing.
- Selecting: I can select a topic to begin drafting.
- Drafting: I can plan my story and use pictures and words to match my thinking.
- Revising: I can reread my draft to make sure my writing is interesting and clear for readers.
- Editing: I can check my writing for correct uppercase and lowercase letters.
- Publishing: I can create a thoughtful title to give readers a preview of my story.
- Student Self-Reflection: I can reflect on how I have grown as a writer.
- Possible Extension: Use the following questions to analyze and evaluate narrative writing using the mentor texts:
 - Who are the characters or people in the piece of

<p>writing? How does the illustrator show this?</p> <ul style="list-style-type: none"> • How does the author help us to get to know the characters? • What happens in the story? How does the illustrator show this? • How does the author feel about what happens? How can you tell? 	
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<i>Teacher Resources</i>	<i>Teacher Note</i>
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<p>Mentor Texts:</p> <ul style="list-style-type: none"> • <i>Library Mouse</i> by Daniel Kirk • <i>To Be a Kid</i> by Maya Ajmera and John Ivanko • <i>Taking a Bath with the Dog and Other Things that Make Me Happy</i> by Scott Menchin • <i>This Quiet Lady</i> by Charlotte Zolotow • <i>The Art Lesson</i> by Tomie dePaola • Google Classroom • Seesaw • BrainPOP • Kahoot • Freckle • Raz Kids <p>(See this list for Kenilworth Tools and Platforms)</p>	<p>Students will:</p> <p>Become familiar with their writing environment while learning the routines, rituals, and resources available to them;</p> <p>Demonstrate an interest in collaborating and sharing thoughts and ideas with their classmate(s).</p> <p>Listen to published books as a reader and a writer.</p> <p>Begin to think about the decisions writers make in their writing and the reasons why they make them.</p> <p>Explore what inspires writers to write.</p> <p>Recognize the important roles that pictures play when developing or telling a story.</p> <p>Incorporate techniques they have learned from the mentor texts into their own writing;</p> <p>Learn about themselves as writers by developing a writing identity and celebrate the newly developed and supportive writing community.</p>
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**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Writer's Workshop – List and Label

Unit Title: Writer's Workshop – List and Label

Unit Description:

List and label books are simple structures that kindergartners can model with confidence. This unit provides a powerful study for writing the types of books that emergent readers and writers enjoy. The texts are usually short, use a combination of drawing and writing, and have strong support from the illustrations. Students have success with reading simple list and label books; thus, they have a natural curiosity about how to compose them. These books show our youngest writers that there are published books that look similar to what they can do!

List and label books are informative/explanatory texts that kindergarten students compose by focusing on one topic of interest and supplying some information on that topic, using words and pictures. Students will go beyond deciding what they will write about and realize the need to plan how they will write it. "How will this topic or idea look on the page?" becomes an important question for our young writers to consider.

Primary Interdisciplinary Connections: Writing, Science, Character Education, Technology
 ELA: RI.2.1-3, RI.2.9, W.2.6-8, SL.2.2, SL.2.5 Mathematics: MP.2, MP.4-5, 2.NBT.A, 2.NBT.A.3, 2.MD.B.5, 2.MD.D.1

Career Readiness, Life Literacies, and Key Skills: Creative Thinking and Problem Solving, Communication and Collaboration, Life and Career Skills: -flexibility and adaptability, initiative and self-direction, social skills, productivity and accountability, leadership and responsibility.

Learning Targets

NJSLS Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8,

Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;

Big Idea: Students will discover that writers write stories "only they can tell" and that there is a writer inside all of us.

Unit Essential Questions:

- How can I create a list book that may include labels?
- How can a writer use labels to show their reader what their piece is mostly about?

Unit Enduring Understandings:

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

Unit Learning Targets

Students will...

- W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

- W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- Production and Distribution of Writing
- W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Research to Build Present Knowledge
- W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (L.K.2.c) (L.K.2.d)
- Share/read their writing with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3)
- Communicate personal response to literature through drawing and telling. (SL.K.1.a) (SL.K.1.b)(SL.K.5)

Evidence of Learning

Summative Assessment: Each student will use pictures and if possible words, to tell a story about something that happened in their life.

<https://fundamentals.schoolwide.com/units/28/assessments>

Formative Assessments:

- Writing prompts
- Personal work samples (personal writing folder)
- Teacher observation
- Writing checklist
- Student participation
- Writing conference
- Writer's notebook

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Schoolwide Reading Fundamentals: Lessons 1-12 and mini lessons 1-12 • Immersion: Interactive Read Alouds • Day 1 I can discover that the list and label structure 	8 Weeks November - January

<p>can be used with any topic.</p> <ul style="list-style-type: none"> • Day 2 I can recognize that list and label books are written in many different ways. • Day 3 I can identify how a combination of drawing and writing can work together to compose a question and answer text. • Day 4 I can examine how writers name a topic and then give information about that topic using lists and labels. • Day 5 I can learn that a list and label book can contain multiple lists and labels. • Mini Lessons • Generating Ideas 1: I can practice moving from board to specific within a list and label structure. • Generating Ideas 2: I can use the details in my illustrations to better tell my idea. • Generating Ideas 3: I can think about my purpose for writing a list and label book. • Generating Ideas 4: I can make decisions about what and where to label. • Generating Ideas 5: I can notice the use of repeating phrases and think about using my own. • Selecting I can select a topic to begin drafting. • Drafting 1: I can explore the different ways to present my book. • Drafting 2: I can try my topic in two new formats. • Revising 1: I can practice adding details to give the readers more information. • Revising 2: I can revise my illustrations to add more details. • Revising 3: I can revise the action words in my piece. • Editing 1: I can check my writing for correct uppercase and lowercase letters. • Editing 2: I can reread my writing to check for finger spaces. • Publishing 1: I can create a thoughtful title and cover to give readers a preview of my story. • Student Self-Reflection: I can reflect on how I have grown as a writer. 	
<p><i>Teacher Resources</i></p>	<p><i>Teacher Note</i></p>

<p>Mentor Texts:</p> <ul style="list-style-type: none"> • <i>Fire Engines</i> by Anne Rockwell • <i>Cassie's Word Quilt</i> by Faith Ringgold • <i>Fish Eyes</i> by Lois Ehlert • <i>What's What? A Guessing Game</i> by Mary Serfozo • <i>Ladybugs</i> by Gail Gibbons • <i>Biggest, Strongest, Fastest</i> by Steve Jenkins • <i>Reading Makes You Feel Good</i> by Todd Parr • <i>The Important Book</i> by Margaret Wise Brown • <i>When I Am Old with You</i> by Angela Johnson • <i>The Family Book</i> by Todd Parr • Google Classroom • Seesaw • BrainPOP • Kahoot • Freckle • Raz Kids <p>(See this list for Kenilworth Tools and Platforms)</p>	<p>Students will:</p> <p>Explore the various reasons or purposes for list and label books;</p> <p>Discover and name the features of list and label books;</p> <p>Listen for the sound of various list and label books;</p> <p>Recognize the key role illustrations play in list and label books;</p> <p>Draw on knowledge of sound-letter relationships to label pictures;</p> <p>Notice the different looks or layouts of list and label books;</p> <p>Focus on a topic and provide information using a list structure;</p> <p>Add details to their pictures and words when revising their writing; and</p> <p>Edit and publish a list and label book to share with an audience.</p>
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**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

- Examples of Strategies and Practices that Support Students with Disabilities:**
- Use of visual and multisensory formats
 - Use of assisted technology
 - Use of prompts
 - Modification of content, student products, and assessment tools (rubrics for example)
 - Testing accommodations
- Examples of Strategies and Practices that Support Gifted & Talented Students:**
- Adjusting the pace and content of lessons
 - Curriculum compacting
 - Inquiry-based instruction
 - Independent study
 - Higher-order thinking skills

- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Writer's Workshop – How-To Writing

Unit Title: Writer's Workshop – How to Writing	
Unit Summary: One genre of writing is writing about real things, or “informational” writing. In this unit, students will write their own “how-to” texts. However, before writers can successfully write their own informational texts, they need to spend time reading, noticing, thinking, and enjoying this genre of writing. The “How-To” writing genre appeals to most students because of its “real-world” application. Writers write to share information, what they know “how-to” do. Students will have the opportunity to choose a topic and offer the procedures of “How-To” using temporal words. This is the students’ time to inform the reader.	
Primary Interdisciplinary Connections: Writing, Science, Character Education, Technology ELA: RI.2.1-3, RI.2.9, W.2.6-8, SL.2.2, SL.2.5 Mathematics: MP.2, MP.4-5, 2.NBT.A, 2.NBT.A.3, 2.MD.B.5, 2.MD.D.1	
Career Readiness, Life Literacies, and Key Skills: Creative Thinking and Problem Solving, Communication and Collaboration, Life and Career Skills: -flexibility and adaptability, initiative and self-direction, social skills, productivity and accountability, leadership and responsibility.	
Learning Targets	
NJSLS Standards: W.K.1, W.K.2, W.K.3,W.K.4, W.K.5, W.K.6, W.K.7, W.K.8,	
Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;	
Big Idea: Students will discover that writers write stories "only they can tell" and that there is a writer inside all of us.	
Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none"> • What does a procedural writer think about and do? • How do good writers convey their message? • How can I write a book to teach someone something I know how to do? 	<ul style="list-style-type: none"> • Writers have a purpose for writing. • Writing is a multi-stage process. • Writers use pictures and writing to explain how to do things. • A how-to book teaches readers facts rather than shares feelings or tells a story. • To write a how-to book you must know how to do something very well and be able to explain it step by step.

Unit Learning Targets

Students will...

- Understand the ways how-to books are useful.
- Generate ideas for writing how-to books. (W.K.8)
- Contribute ideas and researched information for a shared writing piece (W.K.7) (W.K.8)
- Use pictures, developmental spelling or conventional text to tell someone how to do something. (L.K.2.c) (L.K.2.d) (W.K.2)
- Use letter/sound knowledge in attempt to stretch and write some words. (RF.K.1.b) (L.K.2.c) (L.K.2.d)
- Sequence events to explain how to do something. (W.K.2)
- Use oral language to guide their writing. (SL.K.6) (L.K.1.d)
- Recognize and begin to use left to right, top and bottom directionality and spacing between words when writing. (RF.K.1.a) (RF.K.1.c)
- Produce and expand sentences in shared language activities. (L.K.1.f)
- Communicate story ideas through the use of nouns, verbs, and prepositions. (L.K.1.b,L.K.1.e)
- Use upper and lower case letters in writing. (L.K.1.a)
- Capitalize the first word in a sentence and the pronoun I. (L.K.2.a)
- Identify and utilize end punctuation. (L.K.2.b)
- Share/read their how-to books with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3)
- Publish written pieces.

Evidence of Learning

Summative Assessment: Each student will use pictures and if possible words, to tell a story about something that happened in their life.

- Students will publish a “How-to” piece using pictures and words.
- “First, Next, Then, Last” Summative Assessment
- Writing portfolio
- Writing rubric
- <https://fundamentals.schoolwide.com/units/26/assessments>

Formative Assessments:

- Writing prompts
- Personal work samples (personal writing folder)
- Teacher observation
- Writing checklist
- Student participation
- Writing conference
- Writer’s notebook

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Schoolwide Reading Fundamentals: Lessons 1-12 and mini lessons 1-12 • Follow Immersion Lessons from Fundamentals of Writing Unit: <ul style="list-style-type: none"> • Immersion: Interactive Read Alouds • Day 1: I can collaboratively create a list of how-to writing features. • Day 2: I can recall information from a personal experience to assist with the selection of ideas to write about. • Day 3: I can consider creating how-to writings about subjects I love. • Day 4: I can consider the importance of drawings as a writer. • Day 5: I can examine the features of how-to writing. <p>Mini Lessons:</p> <ul style="list-style-type: none"> • Generating Ideas 1: I can explore ideas that I can write about. • Generating Ideas 2: I can consider topics I care about and give information. • Generating Ideas 3: I can think about the audience of my how-writing piece. • Generating Ideas 4: I can explore how writers get inspired and begin to generate ideas to write about. • Generating Ideas 5: I can explore activities I enjoy and know how to do so that I can write about them. <ul style="list-style-type: none"> • Selecting: I can select a topic to begin drafting. • Drafting 1: I can create a list to begin my how-to writing. • Drafting 2A: I can create drawings to illustrate the steps of my writing. • Drafting 2B: I can create numbered steps and match my pictures. • Revising 1 : I can create an illustration that uses labels and captions. • Revising 2 : I can add and use more action words in 	<p>8 Weeks January - March</p>

<p>my writing.</p> <ul style="list-style-type: none"> • Editing : I can check my writing to correct punctuation. • Publishing 1: I can write a dedication page for my writing. • Student Self-Reflection: I can reflect on how I have grown as a writer. 	
<p><i>Teacher Resources</i></p>	<p><i>Teacher Note</i></p>
<p>Mentor Texts:</p> <ul style="list-style-type: none"> • Mentor Informational Texts: • <i>Road Builders</i> by B. G. Hennessy • <i>All you Need for a Snowman</i> by Alice Schertle • <i>The Pizza We Made</i> by Joan Holub • <i>I Can Draw People</i> by R. Gibson • <i>Building a House</i> by Byron Barton • <i>Growing Vegetable Soup</i> by Lois Ehlert • <i>If You Decide to go to the Moon</i> by Faith McNulty • Google Classroom • Seesaw • BrainPOP • Kahoot • Freckle • Raz Kids <p>(See this list for Kenilworth Tools and Platforms)</p>	<p>Students will:</p> <p>Participate in shared research as they learn about different types of informative and procedural writings and their features (e.g., recipes, instructions, directions, steps in a process, a sequence of events, etc .);</p> <p>Participate in discussions with diverse partners about the informative and instructional nature of how-to texts and their features;</p> <p>Consider how some words convey actions (verbs) and others convey time (transitions);</p> <p>Understand the relationship between illustrations and text for procedural writing;</p> <p>Understand that steps in a process are sequenced chronologically;</p> <p>Name a topic and supply procedural information about that topic;</p> <p>Make choices about audience, purpose, and structure; and</p> <p>Publish a how-to book, using a combination of drawing and writing to inform and explain a</p>

	familiar procedure or process to an audience of readers.
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Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations

Examples of Strategies and Practices that Support Gifted & Talented Students:

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- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Writer's Workshop – Personal Narrative

Unit Title: Writer's Workshop – Personal Narrative

Unit Summary: Personal narratives are the most natural genre to study because kindergarteners are natural-born storytellers. Kindergarteners enter school with many personal stories to share. This Personal Narrative Unit of Study focuses on teaching kindergarteners how to communicate the stories of their lives, both orally and in pictures and words. Through reading and discussing the mentor texts, you and your students will explore what personal narrative writers write about, but it doesn't stop there. After you know what you can write about, you need to reread and look closely at the mentor texts to examine how it is done.

Primary Interdisciplinary Connections: Writing, Science, Character Education, Technology
ELA: RI.2.1-3, RI.2.9, W.2.6-8, SL.2.2, SL.2.5 Mathematics: MP.2, MP.4-5, 2.NBT.A, 2.NBT.A.3, 2.MD.B.5, 2.MD.D.1

Career Readiness, Life Literacies, and Key Skills: Creative Thinking and Problem Solving, Communication and Collaboration, Life and Career Skills: -flexibility and adaptability, initiative and self-direction, social skills, productivity and accountability, leadership and responsibility.

Learning Targets

NJSLS Standards: W.K.1, W.K.2, W.K.3, W.K.4, W.K.5, W.K.6, W.K.7, W.K.8,

Computer Science and Design Thinking Standards: 8.1.2.CS.1-3; 8.1.5.NI.1-4; 8.1.2.IC.1; 8.1.2.DA.1-4; 8.1.2.AP.1-6; 8.2.2.ED.1-4; 8.2.2.ITH.1-5; 8.2.2.NT.1-2; 8.2.2.ETW.1-4; 8.2.2.EC.1;

Big Idea: In this unit, students learn to write a personal narrative with a sequence of events including details. The students will also learn to write so that the reader can follow the events presented. Finally, students will learn to listen responsively to each other's stories and help each other improve their writing.

Unit Essential Questions:

- What does an author think about when generating their ideas?
- How do personal narrative writers use pictures and words to tell their stories?
- How do good writers convey their message?

Unit Enduring Understandings:

- Effective writing communities work best with clearly communicated procedures and routines.
- Through a variety of writing experiences, students develop awareness that their writing can tell a story or provide information.
- Writing serves many purposes, including entertaining, informing and persuading.
- A strong writing community is built through sharing and respecting one another's ideas.

Unit Learning Targets

Students will...

- Produce stories from personal experience and provide a reaction. (W.K.3)
- Recall information from experiences. (W.K.8)
- Contribute ideas for a shared writing piece. (W.K.7)
- Plan by thinking of and saying a story aloud.(W.K.3)
- Use pictures, developmental spelling or conventional text to tell someone a story. (L.K.2.c) (L.K.2.d) (W.K.3)
- Sketch pictures to organize their story and add details. (W.K.3) (SL.K.5)
- Use letter/sound knowledge in attempt to stretch and write some words. (L.K.2.c, L.K.2.d)
- Sequence events in order to tell a story. (W.K.3)
- Use oral language to guide writing to include details. (W.K.5) (SL.K.6) (L.K.1.d)
- Produce and expand sentences in shared language activities (L.K.1.f)
- Communicate story ideas through the use of nouns, verbs, and prepositions (L.K.1.b, L.K.1.e)
- Recognize and begin to use left to right, top and bottom directionality and spacing between words when writing. (RF.K.1.a, RF.K.1.c)
- Use upper and lower case letters in writing (L.K.1.a)
- Capitalize the first word in a sentence and the pronoun I. (L.K.2.a)
- Identify and utilize end punctuation. (L.K.2.b)
- Share/read their narrative books with an audience throughout the writing process for the purpose of strengthening the writing. (W.K.5) (SL.K.1.a) (SL.K.1.b) (SL.K.2) (SL.K.3)
- Publish written pieces.

Evidence of Learning

Summative Assessment: Each student will use pictures and if possible words, to tell a story about something that happened in their life.

<https://fundamentals.schoolwide.com/assessments/236>

Formative Assessments:

- Writing prompts
- Personal work samples (personal writing folder)
- Teacher observation
- Writing checklist
- Student participation
- Writing conference
- Writer's notebook

Lesson Plans

Activities/Interdisciplinary Connections

Timeframe

<ul style="list-style-type: none"> • Schoolwide Reading Fundamentals: Lessons 1-12 and mini lessons 1-12 • Follow Immersion Lessons from Fundamentals of Writing Unit: How Writer’s Work <ul style="list-style-type: none"> • Immersion: Interactive Read Alouds • Day 1: I can explore how personal narratives are inspired by real events or experiences. • Day 2: I can explore how authors can write a narrative about a thrilling event using pictures and words. • Day 3: I can explore how stories can be inspired by special people in our lives. • Day 4: I can understand that writers bring memorable people and moments in our lives to life as they write personal narratives. • Day 5: I can think about the author’s choice of words and how they affect the story. • Mini Lessons • Generating Ideas 1: I can explore ideas that I can write about. • Generating Ideas 2: I can explore daily experiences and feelings that I can write about. • Generating Ideas 3: I can discuss how stories can come from personal experiences and places that I have visited. • Generating Ideas 4: I can examine big ideas and the many stories inside them. • Selecting: I can select a topic to begin drafting. • Drafting 1: I can plan the structure of my story. • Drafting 2: I can plan how my story will be organized so that the reader can understand it. • Revising 1: I can discuss and practice strategies for rereading my writing. • Revising 2: I can use mentor texts to improve my own writing. • Revising 3: I can reread my draft and add more details to my writing. • Editing 1: I can check my writing to correct punctuation. • Editing 2: I can check my writing to correct punctuation. • Publishing 1: I can complete a checklist to check 	<p>8 Weeks April - May</p>
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<p>my published piece.</p> <ul style="list-style-type: none"> • Student Self-Reflection: I can reflect on how I have grown as a writer. 	
<p><i>Teacher Resources</i></p>	<p><i>Teacher Note</i></p>
<p>Mentor Texts:</p> <ul style="list-style-type: none"> • <i>A Chair For My Mother</i> by Vera B. Williams • <i>Something Special For Me</i> by Vera B. Williams • <i>Knuffle Bunny</i> by Mo Willems • <i>The Kissing Hand</i> by Audrey Penn • <i>The Relatives Came</i> by Cynthia Rylant Google Classroom • Seesaw • BrainPOP • Kahoot • Freckle • Raz Kids <p>(See this list for Kenilworth Tools and Platforms)</p>	<p style="text-align: center;">Students will:</p> <p>Participate in shared research as they explore new books and authors to learn from and be inspired by;</p> <p>Listen to and discuss the various mentor texts by asking and answering questions about key details of these books, which will help them to become personal narrative writers, too;</p> <p>Engage in active learning by contributing to conversations about the themes and features of personal narratives through multiple exchanges and requesting clarification to learn more;</p> <p>Recognize that personal narrative writers draw on their personal experiences and interests to generate ideas for writing;</p> <p>Discover features of personal narratives and identify them at work in the literature they read (e.g., first-person point of view, narrative or sequential text structure, autobiographical details, literary devices, and figurative language);</p> <p>Utilize various narrative techniques when composing their own personal narratives;</p> <p>Consider how illustrations can</p>

	<p>complement the text and enhance meaning;</p> <p>Select one story idea to focus on, develop, and publish; and</p> <p>Use a combination of drawing, dictation, and writing to narrate a single event or several loosely linked events to tell about an event in the order that it happened, including a reaction in the end.</p>
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•Cooperative learning groups

